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ABSTRACT

"Earlier Guidance Opportunities (EGO): Priorities for the 1970's" was the topic for this Ohio Elementary Guidance Conference. In his keynote address entitled "New Perspectives on the Guidance of Younger Children - Can We Afford to Delay Vocational Guidance?" Dr. George E. Hill used EGO to say, "Education Gives Opportunity," "Ego's Grow on Opportunity," and if we are to accomplish our goals, we must be "Exuberant, Gung-Ho Opportunists." Dr. Jack Trymier chose as his topic, "Fostering Educational Change." He indicated that today's youth believe that life is worthwhile; and they desire a "piece of the action" involved in making choices, and that they want the present educational system changed. Topics covered in section meetings include: (10 play media; (2) consulting with parents; (3) consulting with teachers; (4) counseling elementary school children; (5) public relations; (6) issues in elementary counseling; (7) career exploration; and (8) appraisal techniques. (KJ)

Report of The
Ninth Annual
All Ohio Elementary Guidance Conference

ED 038702

STATE BOARD OF EDUCATION OHIO

Northland Senior High School, Friday, November 7, 1969

Earlier Guidance Opportunities:

Priorities for the 1970's

Sponsored by
THE COLUMBUS CITY SCHOOLS
THE OHIO SCHOOL COUNSELORS ASSOCIATION
THE DIVISION OF GUIDANCE AND TESTING

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NINTH
ALL OHIO ELEMENTARY GUIDANCE CONFERENCE

Northland Senior High School, Columbus, Ohio
November 7, 1969

Theme

EARLIER GUIDANCE OPPORTUNITIES: PRIORITIES FOR THE 1970's

Edited by

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Elementary Guidance Consultant
Guidance Services

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State Superintendent of Public Instruction

Published by

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FOREWORD

Approximately 350 elementary school counselors and other educators interested in the conference topic, "Earlier Guidance Opportunities: (EGO) Priorities for the 1970's" attended the Ninth Annual All Ohio Elementary School Guidance Conference held at Northland Senior High School, Columbus, Ohio, on Friday, November 7, 1969. The Columbus City Schools served as host and also co-sponsored the conference along with the Ohio School Counselors Association, and the Division of Guidance and Testing, Ohio Department of Education.

In his keynote address entitled "New Perspectives on the Guidance of Younger Children--Can We Afford to Delay Vocational Guidance?," Dr. George E. Hill, Distinguished Professor of Education, College of Education, Ohio University, Athens, Ohio, used EGO to say, "Education Gives Opportunity," "Ego's Grow on Opportunity," and if we are to accomplish our goals, we must be "Exuberant, Gung-Ho Opportunists." Dr. Jack Frymier, Professor of Education, The Ohio State University, Columbus, Ohio, chose as his Banquet Address topic, "Fostering Educational Change." He indicated that today's youth believe that life is worthwhile, that they desire a "piece of the action" involved in making choices, and that they want the present educational system changed. The two addresses are reproduced in their entirety within this report. Typical of the reaction of those in attendance to the two major presentations was the statement on one of the Evaluation Sheets which read, "I hope that you can find the same exuberant types of speakers for next year. Very good!" In addition, a summary of each of the fourteen sectional meetings is included in this report.

Special recognition is extended to Mr. Keith D. Barnes, Supervisor of Guidance Services, Columbus Public Schools, who served as Conference Coordinator and Program Chairman, and to Superintendent Harold H. Eibling, and Assistant Superintendent James S. Wade for their interest, support, and participation. William E. Nemec, Coordinator, Elementary School Guidance, Division of Guidance and Testing, Ohio Department of Education, served as editor of the final report. Mrs. Betty Baumann of the Guidance Services Staff was the typist.

Charles E. Weaver

Charles E. Weaver
State Supervisor, Guidance Services
and Consultant for the
Ninth Annual All Ohio Elementary
School Guidance Conference

January 1970

NINTH ALL OHIO ELEMENTARY GUIDANCE CONFERENCE
PLANNING COMMITTEE

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Mr. William E. Nemec

CONFERENCE PROGRAM

OPENING SESSION (12:30-2:45)

Presiding	Mr. Keith D. Barnes Supervisor of Guidance Services Columbus Public Schools
Welcome	Dr. Harold H. Eibling Superintendent Columbus Public Schools
	Dr. Charles E. Weaver Supervisor of Guidance Services Division of Guidance & Testing
Remarks	Mr. Tom Warner, Asst. Supervisor Measurement & Evaluation Services Division of Guidance & Testing State Department of Education
	Mr. William E. Nemec Elementary Guidance Consultant Guidance Services Division of Guidance & Testing State Department of Education
Introduction of Speaker . .	Mr. John G. Odgers, Director Division of Guidance & Testing State Department of Education
Major Address	Dr. George E. Hill Distinguished Professor of Education Ohio University

"New Perspectives on the Guidance
of Younger Children-Can We
Afford to Delay Vocational Guidance?"

SECTION MEETINGS (3:00-5:15)

"Play Media"	Dr. Gene Moulin Associate Professor of Education University of Dayton
"Consulting With Parents". .	Dr. R. Dean Coddington Psychologist, Upham Hall The Ohio State University Hospital
"Consulting With Teachers" .	Dr. Hans Stroo, Director Children's Mental Health Association Columbus, Ohio
"The Counselor-Principal Relationship" . .	Mr. Howard Troutner Ohio Education Association
"Counseling Elementary School Children" . . .	Dr. Robert Carlton Assistant Director Children's Mental Health Association Columbus, Ohio
"Promoting Elementary Guidance and Counseling: Public Relations-A Crucial Concern"	Dr. Donald A. Green Professor of Education Ohio University
"The Application of Video Tape Technology to Elementary Counseling Work" . .	Mr. William LeSage Supervisor of Testing & Evaluation Columbus Public Schools
"Medical Factors Influencing the Development of Children" . . .	Dr. Warren G. Harding II Administrator Grant Hospital Columbus, Ohio
"Career Exploration in the Elementary School Setting" . . .	Mr. Tom Warner, Assistant Supervisor Measurement & Evaluation Service Division of Guidance & Testing
"Projects and Programs for the Central City" . . .	Mr. Richard C. Kelsey Assistant Supervisor Measurement & Evaluation Services Division of Guidance & Testing

"Elementary Guidance and Counseling-Future Developments"	Dr. Joseph Quaranta Associate Professor of Education The Ohio State University
"Issues in Elementary Counseling"	Dr. Anthony Riccio Professor of Education The Ohio State University
"Appraisal Techniques and Earlier Identification of Exceptionality"	Dr. Viola Cassidy Professor of Education Department of Exceptional Children The Ohio State University
"Pupil Services-An Interdisciplinary Approach to Child Study"	Dr. Floyd Heil, Director Department of Special Education Columbus Public Schools

EVENING SESSION AND BANQUET (6:00-8:00)

Toastmaster	Mr. Bill N. Ameredes, President Ohio School Counselors Association
Invocation	Mrs. Joanne Tirre Elementary Counselor Columbus Public Schools
Musical Presentation	Pinecrest Elementary School Chorus Columbus Public Schools Mrs. Mary Splitt, Director
Major Address	Dr. Jack Frymier Professor of Education The Ohio State University

"Fostering Educational Change"

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NEW PERSPECTIVES ON THE GUIDANCE OF YOUNGER CHILDREN
CAN WE AFFORD TO DELAY VOCATIONAL GUIDANCE?

Dr. George E. Hill
Distinguished Professor of Education
Ohio University
Athens, Ohio

My fellow platform guests, and my friends in attendance, it is a distinct pleasure to be here today. I have attended a number of All Ohio Elementary Guidance Conferences and I could not help being reminded, when it was mentioned that in the State of Ohio we now have 230 qualified professional counselors in grades kindergarten through six, that Bill Raines, a former Ohio friend of ours, began a rather significant study several years ago on the role conceptions, and role functions, of elementary counselors in Ohio. With much effort and concern, he was able to identify thirty elementary counselors in the State of Ohio. Today, when we are told that there are 230 elementary counselors in Ohio, we have evidence of the phenomenal growth that can take place.

A year ago, I was teaching in Florida on a leave of absence from Ohio University. I was fascinated by the growth of elementary guidance in the Broward County schools. I had visited that school system two years previously, at which time they had two elementary counselors working in one of their 77 elementary schools. Last Fall there were 53 elementary school counselors functioning in Broward County, Florida, and this Fall the number will have gone up to about 70. I think this gives us a little clue as to the significance of what people are doing, in spite of the fact that a great many people still belong to what I like to call the "Chaos School of Thought" with respect to elementary school counseling. The "Chaos School of Thought" is that school of thought perpetuated by those individuals in elementary guidance who are not sure of what they are doing, why they are doing it, or where they are going. As I said, in spite of this, public interest in, and support of these programs has continued to wax rather than wane. I believe the main reason for this support is that, by and large, our elementary guidance personnel, and the other Pupil Personnel Specialists in our schools, have been going a pretty good job.

Today, I want to talk about one aspect of this job, and I hope you bear in mind that I am not attempting to provide a general talk on guidance in elementary schools, but rather that aspect of elementary guidance often referred to as vocational guidance.

In the last few years, we have begun to realize that one of the characteristics of vocational guidance in our schools in the United States is the characteristic of "too lateness." This takes me back to an incident that transpired when our eldest daughter was nearing completion of the ninth grade. A panel of ninth graders were telling the PTA of Athens Junior High School what they had studied during the past year. The course which elicited the most comment and response from the parents was a course which has been given, of all names, the title, "Personal Problems." This was actually, I thought, a very fine elementary Applied Psychology course. In the course of the discussion, the late Willard Barker, who was then Superintendent of Schools in Athens, addressed Arthur Hunkins, the very serious minded young chairman of the student panel. Willard said to him, "Arthur, don't you think this is a course that might be better for you to take when you are a little bit older?" Arthur, in complete innocence, said, "Mr. Barker, I don't know, I'm not a little bit older."

To me, Arthur's statement epitomizes the dilemma of children in our elementary schools with respect to what will become one of the most significant aspects to their life - their work experience, and the role of work experience in their total life experience. Often, people say to me, "Professor Hill, don't you think that attempting to help elementary age children think about the world of work and their ultimate place in the world of work is beginning a little too early?" In answer to that, my mind immediately switches back to Arthur Hunkins, who in his innocence as a young adolescent boy said, "I don't know, I'm not a little bit older."

I would like first today to quote from two sources. The first quotation is from a little bulletin which was first published exactly ten years ago - "The SRA Newsletter" written by Walter Lifton. In this newsletter called, "The Elementary School's Responsibility for Today's Vocational Misfits" Lifton began by reviewing numerous books that had been written about elementary school guidance. I would like to share with you some of Lifton's findings:

> ...the books that have come out recently focus toward helping people more clearly perceive the role of guidance in the elementary schools. It is interesting to note evidence of considerable confusion among all of the writers as to where teaching ends and guidance begins.

May I say, parenthetically, where teaching ends and guidance begins does not really bother me very much. In my opinion, we become even more confused as to our professional identity and those who really suffer from this, of course, are children.

> ...there seems to be considerably less confusion over the necessity for public schools to provide youngsters with the opportunity to clarify their own conceptions of their abilities and interests. The role of the school in helping youngsters face and solve emotional problems seem equally clear.

Everybody is in favor of a good self-concept, and they were ten years ago. However, what I am really leading up to is contained in a further quotation of Walt Lifton:

> ...conspicuous by its absence is a fact that there is no mention of the total neglect in our elementary schools of their responsibility for helping children learn about the world of work. Equally absent is any stated awareness of the relationship between children's attitudes about themselves and their future role as workers, and their school experience.

In my way of thinking that sentence is the most significant sentence in the entire newsletter. Lifton feels children must gain an understanding through being exposed in school to the relationship between their attitudes about themselves and their future role as workers, and to their school experiences.

I know the word "relevance" is greatly overused, but I still think it is a marvelous word and the plain facts of life, my friends, are that for many children in our elementary schools today, what is happening to them seems to have no relevance whatever to what happens to them in the world outside. It is only when one examines what children are being exposed to in schools that it is possible to realize the degree to which present practices are laying the routes for future vocational maladjustment. There has been a mounting lack of awareness, says Walt Lifton, and I will quote him on this:

> ...a mounting lack of awareness of the subtle ways in which schools have a direct influence upon the vocational choices which youngsters ultimately will make in later years.

That is a quotation from a warning we received from a very perceptive leader in the Pupil Personnel area ten years ago. Now, in 1969, ten years after Lifton's warning, allow me to refer to a study of what a given elementary school in an Ohio city was doing for its children in the field of vocational guidance. I will keep the name of this school anonymous since I do not want what I quote to seem in the remotest way to be critical, because I am not. I believe what this study represents is an excellent project which ought to go on in hundreds of elementary schools in Ohio, but is going on in only a few. Please keep in mind that this is 1969, ten years after Lifton's warning, and this is, of course, one school and not all of the schools in the United States. I am extremely proud of the fact that this characterization applies, I believe, to fewer schools proportionately in the State of Ohio than it does in most of the states with which I have become at all familiar.

Let us now turn to the conclusions of this study of what one school was doing through its program of studies, through its teacher attitudes, through its work with parents, and through its audio-visual aids in helping youngsters in the elementary school gain some orientation to the world of work and some conception of what is involved in making decisions with respect to their place in this world.

The author of this study feels the ideal preparation for the world of work is:

> ...a program of career development at the beginning of the elementary grades involves broad realistic concept's of today's and tomorrow's work world; a variety of exploratory experiences; the inculcation of certain habits and attitudes; and an understanding of the relationship between self, education, and the career development process.

Again, I would like to underline that concept just as I tried to underline the same concept from Lifton's study. The relationship between self, education, and the career development process are three inextricably bound together aspects of the experience of children. The author further states:

> ...the entire school staff, parents and community are taking part in the program, but most of all the children are to be actively involved.

The ideal program stated above should be kept in mind as a survey of school "X's" current program is summarized:

> ...the textbooks, curriculum, audio-visual aids, and classroom practices of school "X" were surveyed to determine what occupational information the children were obtaining incidentally without

> the benefit of a definite guidance program. In the opinion of the writer, no valid inferences could be drawn from the survey of the textbooks and the audio-visual aids other than that there was an emphasis on professional occupations.

May I add that this is the typical lopsided picture of the world of work which children are getting in their textual materials in most elementary schools. The author continues:

> ...the total number of references in these sources to other occupational areas was numerically too low, and the numbers were too sparsely distributed to have significance. Although the curriculum for the school did not include a specific guidance program, the curriculum charts for grades one through six did list social principles dealing with the work world which are supposed to be incorporated into the social studies program. However, since none of the teachers mentioned the principles in the questionnaires they completed, the probability exists that they do not stress them at all. In fact, the faculty members appeared to be doing very little to supplement the information the children were receiving incidentally from their textbooks. Whether the teachers are aware of, and convinced of, the need for occupational information at the elementary and junior high levels is a question for further research.

The survey of school "X's" current program presented a very bleak picture compared to the ideal career development program. The staff, parents, and community were not involved at all, or only to a very slight degree. There were very few exploratory experiences and, therefore, a minimum of student involvement. There was some evidence of attitudes toward work in the textbooks, curriculum charts, and classroom activities. However, the extent to which teachers stressed world of work concepts in their classes also seemed minimal. There was no apparent attempt to provide the students with an understanding of the relationship between self, education, and the career development process. Finally, the knowledge of the world of work that the children obtained in school was mainly incidental and unrealistically centered upon the professional occupations.

The full impact of these conclusions becomes more apparent after considering the remainder of the study:

> ...the type of occupations the children are learning most about from their textbooks, the professional

> occupations, does correspond to the type of occupations their parents would most like them to hold some day, also the professional. For example, when asked their first choice for an occupational field for their boy or girl, 66% of the parents chose a professional occupation. However, only two per cent of the parents were in professional occupations. Twelve per cent of the parents said they would like their child to enter a skilled or manual occupation, whereas, sixty-eight per cent of the fathers were in such occupations.

You may not remember those figures, but I believe you can remember those contrasts. These then were the findings in an inner city school in one of our large Ohio cities. Neither home nor school seem to be helping the children of school "X" prepare for their future work. Therefore, the final conclusion of this study is that:

> ...school "X" needs a guidance program which will include a career development plan realistically designed for children of the area.

The main idea I want to emphasize today is that ten years ago Walter Lifton warned us of the importance of helping children learn about the world of work. Today, ten years later, you can turn to a school where the children perhaps, even more than in an affluent neighborhood, need to be helped earlier and we find that the proper attention to vocational guidance is still woefully inadequate. This situation exists in far too many of our schools. Even in schools with full-time professional counselors on their staff and a sound guidance program with respect to the personal and social development of children, I have found the attention given to vocational guidance to be inadequate.

Now, let me turn next to just a very brief review of what vocational development research tells us. I think that this has a very direct bearing upon the problem and what we should do about it. In thinking about what I might say today, I also went back and read whole sections of the book Henry Borow edited, Man in a World at Work, which I am sure many of you have read. In this book you run across one of the most interesting and explicit pleas which I have seen anywhere for vocational guidance in the elementary schools. Seymour Wolfbein, a labor economist, states:

> ...guidance is, and must be, a developmental process for the lifetime of the individual. It must be present in an overt form at the elementary level where

> basic attitudes toward the world of work are so formed and hardened. It is difficult to see how the highest quality counseling system at the secondary school level can really be successful in the context we have built if the entire school experience up to then does not feed into it in a meaningful way.

I am sure many of you have read Super and Overstreet's Vocational Maturity of Ninth Grade Boys. At a conference last Fall in Tallahassee, where Don Super was one of the speakers, he made the following comment in regard to their vocational development research:

> ...we were not too surprised to find that ninth grade boys were not very mature vocationally because, after all, who had ever paid any attention to helping them to mature vocationally up to this point. One of the great lacks of our field of vocational development research is research which is longitudinal in character, starting with children when they are young and following them all the way through. We started when children were a little bit older than we should have on our particular studies.

I would like to emphasize four points which seem to me, vocational development research says, especially to those of us who are deeply concerned about a proper "umbrellaing" if there is such a term, program of guidance in the elementary schools. If you think of an umbrella as covering that which we hope to be covered, I have a feeling that many of our elementary guidance programs are umbrellas that have about one-fourth of their surface cut out. In other words, they pay little attention, if any, to the fact that these boys and girls are currently (and I would make no exception as to grade) having experiences of the most fundamental effect upon their vocational development. I think it was very perceptive of Ann Roe, a good many years ago, to hypothesize that the nature of the relationship between children and their parents would ultimately have an effect on their vocational choices and destinations. It has been extremely difficult to validate that hypothesis because most of the research on this subject has been retrospective rather than developmental.

What follows here are four emphases from vocational development research which have special significance as we examine the educational experiences of elementary age children.

First, the processes of growing up and of meeting the developmental tasks of childhood entail many understandings and attitudes that have occupational significance and meaning. I am over and over again impressed with how vocational development research ultimately gets down to the bedrock of attitudes and values. Some years ago, a student of mine, made a very clever study of the occupational prestige notions or attitudes of a number of third and sixth grade children. She was amazed at the extent to which the occupational attitudes of children had already begun to be pretty well formulated into the pattern of the adults with whom they lived. When Dick Nelson came along a few years ago and began interviewing third grade youngsters he was amazed at how many of these kids on the one hand already had pretty well formulated attitudes with respect to occupations. He was also amazed with how many (his dissertation ultimately showed this) of these attitudes were rejecting attitudes. This process was so pronounced that Nelson concluded that the vocational guidance given in secondary schools, of necessity, involves a good deal of attention to the reconstruction of attitudes. This represents limitations upon what we can do in vocational guidance at the secondary level because the re-formulation of attitudes is very difficult to achieve. Vocational development research, as I have looked at it, finally comes down to the terrific significance of those predispositions to act which we call attitudes. Therefore, if we want to do a decent job of vocational guidance with children starting in kindergarten, and I am convinced it ought to start sooner, then major emphasis needs to be upon attitude formation. Teaching attitudes and values requires a kind of education that affects kids far more than much of the education they are getting today because you do not influence attitudes unless you have some impact upon children's feelings.

Second, the process of identification with adult models who have a strong effect upon the development of their sense of occupational identity begins early in life and persists throughout the elementary school period. Most children find this adult work model in their home. Many boys find it in their father. In spite of our society's terrific upward mobility, 75% of the young men in the United States of America are still choosing occupations at about the same occupational level as their father. However, many children do not have this opportunity in the home. Often, the father serves well as a father model, but does not serve very effectively as a work model. One of the reasons for this, and one about which we could do a lot more than we do, is that many children do not know anything about the work of their parents. They are almost completely ignorant of what "Pop" does when he goes to the office, or when he goes here, or goes there, about his work.

Third, the child develops conceptions of himself and these self-concepts have a profound effect upon his vocational development. The fact of self-concept and the significance of the child's view of self are familiar to parents and teachers who have been at all perceptive in their dealings with children. An individual's self-concept is largely determined by what he believes he can do, might do, and be happy doing, as well as what he believes he can do, and be happy doing, as well as what he believes it is possible for him to do within the limitations of the realistic barriers which he faces.

Fourth, the understandings and attitudes, the conceptions of self, the adaptability and creativity needed in the processes of educational and vocational planning all are strongly influenced by the child's parents and by his home relationships. While most research of the impact of early childhood experience, and upon the occupational choices of adults, has been retrospective, rather than developmental, most educators and psychologists agree that the home exercises a potent influence upon the formation of those learnings which are basic to good vocational development.

Now I would like to turn to a few of the implications of vocational development research in terms of appplication in the elementary school.

1. In a good elementary school there will be an early and persistent effort made to help children develop attitudes toward the ways in which people earn their livings and understandings of this world of work that are broad and appreciative. The function of the elementary school is not to seek to help children choose their careers. It is to help children, among other things, to secure the conceptual and attitudinal base which every good citizen needs to understand and to value productive work.

2. The child in the elementary school needs, and should be provided, experiences systematically planned to help him develop meaningful concepts of work, concepts which he has the opportunity to achieve from experiences on his own. In the Detroit Developmental Career Guidance Project, children have been taking field trips to plants, businesses, social agencies, etc. not with the aim of seeing the product which people produced, but to see the producer and to become acquainted with these particular people. They are led in study and discussion of these workers' experiences and helped to formulate clearer ideas of how they would feel if they were involved in such work tasks.

3. If the elementary school child of today is to be helped to plan more effectively for his place in the world of work, he must be provided with systematic attention to the significance of education in American life and in his own life. It is a strange fact that attention to this matter is so spotty and uncertain in American schools. The Story of our Schools, a short history of public education in the United States by Robert Marshall and published by the National Education Association is an example of what can be done to help children while they are still impressionable to understand the place of education in their life.

4. The elementary school's efforts at vocational guidance will necessitate the early and persistent involvement of parents. The child's self-concept, his respect for education, his attitudes toward work, his educational and career aspirations - all of these significant factors in his vocational development are heavily influenced by family forces. No elementary school can expect to do all that it could to help its children develop effectively without a vital program of parental participation.

5. Children from homes in which both parents are present, and whose relations with their parents have been good, will, typically, find an occupational model in a parent. However, many children will need to be helped to find adults with whom they can become acquainted and whose work is such as to create for these children adult models whom they can know and admire. It is my conviction that the school should deliberately seek to find occupational models in the community who can help the child begin to see himself as a worker.

As I reviewed today's conference program I became intrigued by the theme of the conference - EGO: Earlier Guidance Opportunities for the 1970's. I began manipulating phrases that began with the letters E, G, O and finally arrived at three EGO's which, in a sense, represent what I have been trying to say today.

1. EGO: EDUCATION GIVES OPPORTUNITY. However, the difficulty is that many kids do not know this. If you want kids to know that education gives opportunity, the best channel through

which you can take them is a good program of occupational information while they are still in the elementary schools. This makes the connection.

2. EGO: EGO'S GROW ON OPPORTUNITY

3. If we are going to get this job done we must be, EGO: EXUBERANT, GUNG-HO OPPORTUNISTS!

FOSTERING EDUCATIONAL CHANGE

by

Dr. Jack Frymier
Professor of Education
The Ohio State University

I am very pleased and honored to be here tonight. One of the hazards that a guy like me runs into is being asked to make presentations like this one tonight and then knowing that a number of people in the audience have heard me talk before. I am now feeling the awkwardness that comes from a challenge to say something appropriate and worthwhile about an idea as powerful and important as I think the notion of change in education is, and at the same time, not be repetitive and redundant in any kind of way.

Since I have made, what a speech teacher would probably call a technical error by starting off with an apology, I am going to do something else which I never do either, and that is tell a story. The story does not have anything to do with what I am going to say at all, but I think it is kind of interesting and a lot of speakers tell stories so I am going to tell a story. We have a guy on our campus, I guess you all know, named Woody Hayes. Well, I have been around the country the last few days and last week in Seattle the sports section of the Seattle paper had a big story about Woody Hayes. I was in Kansas City yesterday and read a whole half-page story about Woody Hayes. Woody Hayes is obviously a very well known guy. Some of you have probably heard this story, but the story goes something like this. A man died and went to heaven. When he got to heaven St. Peter met him at the gate and said to him, "What would you like to do now that you have arrived?" The fellow said, "Well, what can I do?" St. Peter said, "You can do anything you want, anything at all. Heaven is that land in which you can have any option that you so desire." And the fellow said, "Can I watch a football game?" St. Peter replied, "Absolutely. You most certainly can. Come right this way with me." So St. Peter took him for a little stroll and after while, lo and behold, they came to a football field. There, sure enough were two teams battling away. There walking up and down the sideline in a white shirt, short sleeves, necktie, and a black cap was some fellow, and the guy said, "My golly, is that Woody Hayes?" St. Peter said, "No. that's God, he just thinks he's Woody Hayes." I am not sure of what the relevance of that story is to my talk this evening, but I think it is an interesting one.

I guess one does not have to be very bright to know that we live in a very, very, dramatically changing world today. Norman Counsins published a paper a few weeks ago in which he said, "There has been more than a hundred years since 1940." I think that says it pretty well. Time has been moving so fantastically fast, and the pace and the tenor and the nature of change has been so great that it seems almost inconceivable for us to comprehend the changes which are occuring, and which have occurred, just in the last four or five or ten years. For example, that famous story by Jules Verne about going around the world in eighty days has, during our lifetime, changed to going around the world in eighty hours. In the last decade it has changed to going around the world in eighty minutes. We now stand on the brink of moving man around the world in eighty seconds or less. I know that sounds absurd, but the fact of the matter is that man now has the theoretical capacity, not the actual capacity, but the theoretical capacity to transmit man by means of electronic impulse to move ourselves from here to there in an instant and in a flash by electronic means. This probably will occur before we die or at least before the last of us is gone. I know it sounds incredible and if it occurs it will obviously make a tremendous impact upon our social fabric, upon our values, upon our expectations, and upon our ways of behaving. We know what a telephone is, and we know what a television is. The odds are very great we may, before too many years go by, have a "telepeople" machine by which we can move ourselves from here to there in an instant, in a flash, and with special rates after nine o'clock. That change which sounds so far fetched does not even seem quite that far fetched anymore because of the dramatic modifications of transportation and communication which have just occurred during the sixties. We are all familiar with those and I do not mean to recount them.

Knowing that these changes are going on, it seems to me, those of us that work in education have a special responsibility to cope with, to try to comprehend these changes, to guide, to direct, and to change educational efforts. During the last two, three, or four years especially, we have received much information and numerous propositions about change which have come from the young people themselves. We do not always like these propositions, nor do we know how to cope with them, but the request for change continuously come from young people with whom we work day after day. I think they are sending us a whole series of messages. I am not sure if we always know what those messages are since they are often garbled and are like static on the radio. They are not always said clearly and articulately, but nonetheless these young people are sending us message after message. I firmly believe there are a number of things that are inherent in those ideas and those communications they are sending which relate to us and which, in fact, continuously proposition us about the possibility of changing and improving education.

For example, I think these young people are saying time after time after time something like this: "Life is worthwhile. Life is worthwhile." I believe they think we do not believe life is worthwhile. Since they feel we do not value human life, they are continually admonishing us for it in various ways. For example, if life was important how could we continue to support the tremendous effort that goes into the development of death dealing devices and life destroying enterprises? How can we, as a people, support the notion of biological warfare or nerve gas, one gallon of which is enough to kill eight billion people, more than twice the population of the world at the present time? They say, "Why? Why are you doing that?" They say, "Is it really appropriate to require the people who go to college to take courses in how to kill?" In regard to ROTC, which on our campus is a very major activity, and we are, in fact, the largest producer of ROTC graduates of any institution in the United States, I think the kids are saying, "Is it really appropriate to compel a young man to go to college and, under the name of higher education, tell him to learn how to destroy his fellowman's life?" Is that really higher education? Or is that really lower education? They are asking questions of all kinds about the worthwhileness of life. They know intuitively or otherwise, for example, that we now have thousands of atom bombs, each one of which is hundreds and hundreds of times more powerful than those bombs that were dropped on Nagasaki and Hiroshima. If we started to drop one bomb a day, it would take 137 years just to use up the existing supply. They have said, "You know, you old fogies don't really believe that life is worthwhile and we want to tell you that life is worthwhile." They have tried to send that message in various kinds of ways. But now they are getting loud, and now they are getting profane and they are swearing and they are using obsenity, but they are saying, "Damn you people, don't you know that life is worthwhile?" The message is finally coming through and we still do not know how to cope with it. I think that is one of the kind of messages that they are sending us.

I think today's youth are also asking us, "Will you please change the educational effort?" They are saying, "How is it possible to spend billions and billions of dollars of our resources; spend millions and millions of man hours in terms of time to devote a whole institution which is supposedly devoted to the betterment of man to the destruction of man. How is that possible?"

They are sending other kinds of messages also. I believe that they are now saying that they want a piece of the action.

They want a part of what is going on. I think many of us in education have not yet learned that the young people are asking exactly what the teaching profession has been asking in the last five years. The teaching profession has finally gained the courage to say to all the rest of the members of the educational community, boards and superintendents expecially, and also the right people, "We count, our ideas have worked, our ideas have value, by golly you people are going to pay attention to us." Today, exactly the same thing is being said by the young people. They, in fact, are learning from us in some ways and they are saying, "We want a piece of the action. We want a part in making the decisions that affect our lives. We want some opportunity to determine what goes on. We want an opportunity to say what we will do or what we will not do." The fact of the matter is we do not provide many opportunities like that. Education is not really a place in which you get much choice. This will sound rather funny when I say it, but it happens to be true. During the last few years I have had an opportunity to spend a considerable amount of time in prison. This time was spent conducting research studies, but nevertheless I spent some time in prison. I do not know if you have ever spent any time there or not, but if you have not, let me tell you that you will not feel out of place at all. A prison is more like a school than any institution I have ever ever known. This is another thing the kids are complaining about and are striking our against. The fact is, that at the college level they have finally moved to make people pay attention. They are doing it increasingly at the high school level and my guess is they would at the elementary school level, but we are bigger than they are, and, therefore, they are probably not apt to get out of hand for a while.

What they are really saying, if I understand it, is that they want a piece of the action. They want a part in determining the direction of their life, the nature of their activities, etc. I think it is fascinating, for example, at the institution where I work, that a person who may be 45 years old, may have a Master's Degree, may have been a superintendent of schools responsible for administering a budget of $20,000,000 a year, can come to The Ohio State University and cannot even take an elective course without somebody's permission. He is not old enough or wise enough to make that decision on his own. Exactly the same thing is true in a high school and exactly the same thing is true in an elementary school. We discourage choice. We talk a about it, but we always hem the limits in and people feel those restraints and those restrictions. The kids are trying to break out of that box and they are saying, "I want a piece of the action. I want to determine what I am going to do with my life, I want the right to say the way in which I am going to go. I believe the young people of today are also saying that the school is basically a sorting machine rather than a developing institution. It sorts people out and slots them into various kinds of categories rather than devoting time trying to cultivate them and help them grow. They dislike being sorted. They do not believe that the school, as an institution, ought to serve society purposes by providing that sorting process. They feel like potatoes being dropped into one bin or another and they do not like it.

Well, they are saying other kinds of things besides that too. They keep saying, and in these words too, "The system has to be changed." I guess there are many messages, and I know if you would listen to the young people, you could invent your own ruberics and use your own ways of describing what those messages are. However, I feel that out of the kind of content and the nature and the process of their communication, they are consistently saying to us, that they are advocating change within the institution. I think we ought to listen to it. I know that they are not the ultimate judges. I also know that many of their ideas and propositions are wrong. I know very well that there are many wild eyed nihilists and anarchists, etc. especially at the older level - sixteen, seventeen, eighteen, nineteen, and twenty year olds. I am aware that many of the things they advocate are completely undesirable and alien to everything that we think is important and worthwhile in the name of education, and in the name of America. However, I also know there are a lot of things that are fundamentally wrong.

Allow me to describe for you, if I can, what I understand to be the possibilities that face a young person, primarily on a college campus today, if he feels that something is wrong and that something ought to be changed. There are a lot of things that go wrong on a college campus just because it is a human institution and involves people who are not perfect. Therefore, you typically have confrontations, disagreements, and people who think that things ought to be done differently. They are, in fact, advocating change.

What are the possibilities that are available to people who feel that change should occur in the educational institution? Let me take three kinds of examples, if I can, that are very, very typical. They are basically college illustrations, but the principles are exactly the same at the high school and the elementary level. I am convinced the logic is consistent for all grade levels. On college campuses young people often find themselves in a situation where they feel restricted, or denied, or constrained. When one looks at that, and he knows that these young people are advocating change, he can see that there are typically two parties, or two groups, or two individuals that are involved. One party has power and the other party is without power. The party that is without power is typically the students, and in some cases the faculty. They feel restricted and they feel hemmed in and they are uncomfortable. They would like to bring about some kind of change. The change may be minor, or the change may be very very major. For example, school opened on our campus just a few weeks ago and a whole series of very interesting problems arose. Many students were closed out of courses that they have to have to graduate. The students cannot, on the one hand, understand how a course can be required for graduation, and on the other hand, be closed. The faculty understands that, of course. We set the classes for our convenience, and in the process we close students out and will not let them graduate unless they take that course. The students do not understand our logic and, therefore, they find themselves face to face with a difficulty they are unable to resolve. Typically, the problem is just a secretary, not accessible to the students, handing out class enrollment cards. In this situation, the secretary has power and the students are without power. However, the problem may be more serious. For example, it may be the Black Student Union who feels that the curriculum is irrelevant and feels that there ought to be a program in Black Studies or Negro History. The Black Student Union soon finds that they are without power to offer that course and the History Department or some other segment at the University has the power. The problem may be another kind. For example, it may be a number of the young people who feel that ROTC is an inappropriate part of the curriculum of an institution supposedly dedicated to the development or the betterment of man. This group of young people may want to advocate a change in the policy of requiring all people to take ROTC. This group also finds they are without power and the Faculty Council which makes those rules has power. When one looks at propositions for change he notes that there is one group that has power and one group that is without power.

When the individuals without power, who feel restricted, hemmed in, denied, or constrained, want to bring about change there are five alternatives open to them. The first avenue of thought or action available to them is that they can go to the "powers that be" and ask them to change. For example, if a student is closed out of a class he can go to the secretary and say, "Well, I must take that class to graduate, will you please let me enroll in the class?" He can try to persuade, cajole, intimidate or anything else in an attempt to convince the "powers that be" to modify the proposition and bring about a change. It may be, for example, that the Black Students can go into the History Department and say, "There is no program in Negro History, will you change the program and offer these courses?" The students who feel, for example, that ROTC is inappropriate can go to the Faculty Council and say, "We think that this is not a desirable kind of policy, will you please change the policy?" So the first avenue of thought or action available to people who feel hemmed in and rejected in some kind of way and want to advocate some kind of change is to go the the "powers that be" and request a change. If they are successful in persuading the "powers that be" to modify the program, eliminate the policy, admit them to the course, or whatever the nature of the problem, the problem evaporates and goes away.

If the individuals without power are unable to convince the "powers that be" to change, then the second avenue of thought or action which is available is that of appeal. They can appeal the problem up the next higher level of authority and try to get the higher authority to overrule the lower authority and bring about the change. For example, the student who is unable to get into a closed course because the secretary will not give him a card may go to the Chairman of a department, or a Dean, and say, "You know, I must take this course to graduate and they will not give me a card, will you please tell that secretary to give me a card?" Or, for example, if the Black Student Union cannot convince the History Department to offer a program in Black Studies, they may go to the Vice President of Academic Affairs and say, "Will you require the History Department to offer that program, or will you inaugurate such a program on your own?" Or, for example, if the students are unable to convince the Faculty Council to change the requirement for ROTC, they may appeal to the Board of Trustees and ask the Board to overrule the Faculty Council. The second option then, that is available to people who want to bring about some kind of change in an educational institution, is to appeal their problem to the next higher level of authority and hope that the higher level of authority will overrule the lower level of authority and bring about the change. Now again, if this effort is successful and they are able to convince the "powers that be" to bring about the change, again the problem evaporates and goes away.

However, if the individuals without power are unable in either the first instance to bring about change through an effective persuasive effort, or if they are unable to get the higher levels of authority to overrule the lower levels of authority, then there are only three things left that they can do. They can give in; they can get out; or they can revolt. There are no other options available and none of these three are desirable. In other words, they can knuckle under, they can be quiet, pay attention and do as they are told -- and we advise them to do that quite often. That is the instruction which we issue, and many of them do acquiesce, and knuckle under. They feel that they lose their dignity and they are frustrated and hurt in the process, but a great many of them give up. They say, "Well, if you can't beat 'em, join 'em." Or they say, "Well, I'll stay here until I get my ticket and I'll get out and do what I want to." They use that kind of rationalization, but in effect they give up. Secondly, they can get out. We encourage them to do that too. Many people in educational institutions say, "If you don't like it here you can get out." That is the kind of instruction often issued - "You do as the authorities say or get out." That is exactly the kind of logic often used and there are numerous people in educational institutions that are very glad when some of them go. This type of logic which is very evident is quickly perceived by the students and some of them do leave. Some of them stay in physically, but leave psychologically. They become apathetic. They are the kind of drop-outs that are still there. They play the game, they move around, but they are not really part of the institution.

Now, if some of these students do not want to give in, and if some do not want to get out, the only thing left for them to do is to strike out and back and down and many of them have. They strike back because there are no rational alternatives left. There is no rational way by which they can bring about change within the system. As long as you have sensitive, thoughtful, reasonable, rational men making the decisions at either the first level of authority, or the second level of authority, the system functions effectively. However, if there are some hard-headed, dogmatic, insecure, authoritarian and rigid men making these decisions you have problems. When kids run up against this rigid type of educator or administrator, the only thing left for them to do is give in, get out, or revolt. Many kids have been revolting. They are unwilling to violate their integrity. They are unwilling to have their personality and their basic belief structure destroyed and so they are striking out in various kinds of ways because that is the only alternative that is left. The fact of the matter is that we work in an institution which is a rigid institution. The institution, as an institution, is not capable of thoughtful, rational change. As I said before, as long as the people in it are good people it works pretty well. However, any institution which has to have good people to make it go is also an institution which allows the scalawag to run rampant when he is there. That is a poor institution. The institution lacks viability and integrity. It is an incomplete institution.

I believe one of the things that we have to do, if we are really seriously concerned about improving education, is to change the institution in which we work. There are many things that we might do. In addition to talking about some ways in which I think the institution might be changed, I want to talk about some ways in which I think the program might be changed. Finally, I want to talk about some ways in which I think the people who work in the institution might be changed, because as I understand education, those are the three basic components apart from the students that are involved. That is, education is, in a way, like a three dimensional mirror that you see in the haberdashery stores. When you go into the haberdashery you are confronted with an open kind of "U" shaped mirror. There is one mirror straight ahead, one mirror on the right, and one mirror on the left. When a person walks into that alcove a fourth component to the operation has been added. I think by analogy we have that same kind of situation in education. The child is the person who walks into that set of mirrors and he represents the crucial ingredient. One mirror is what I would call the program. Another mirror is what I would call the system or the institution in which we work. The third mirror is that which I think of as the people who work in it. While the people, the system, and the programs are three related components in education, I think for purposes of discussion, they can be broken apart and talked about as separate entities. I want to talk briefly about these three components and their relationship to the notion of change. First, I would like to express what I understand to be a dilemma and a problem in the educational system as a system. One of the clearest messages that the kids are sending us is that the system has to be changed. I am not sure they understand it, and I am not sure we understand it, but I am convinced in my own mind that the system is wrong and the system has to be changed. I want to add that I do not think that this is anybody's fault. I do not think that it is John Dewey's fault. the State Department's fault, or the College of Education's fault. Nonetheless, in my judgment the educational system is inadequate and incomplete. It does not function fully and it lacks integrity. It does not have a way of working in which it is consistently concerned with the truth and which consistently good information gets out.

Education is a social system, and like every social system it has three functions: the planning aspect, the doing aspect, and the evaluation aspect. When one looks at any fully functioning social system he sees the planning, the doing, and the evaluation components very clearly. The most obvious model we have, of course, is our system of government in which the legislature plans, the executive branch implements, and the judicial branch evaluates.

The same thing is true in economics. One group plans, another accomplishes and another judges. We also know that if we look carefully at any social system which is complete and fully functioning, these three functions are accomplished by different groups. Furthermore, each group has power. This separation of authority according to function and the deliberate and rational distribution of authority among different groups is a very powerful notion in economics, in science, in government, but not in education. One of the fundamental things which is being challenged in education is the governmental structure of the educational system. Who has the power, who has the control, and who makes the decisions? In education we have one group that does make plans - the local School Boards and the Board of Trustees at the University. We have one group which implements - the professional educators. However, we do not have an evaluative component. Because we do not have this component, the other two groups keep struggling and trying to fill that theoretical void. In the process of these two groups attempting to perform the evaluative function, a struggle for power is the end result. Allow me to sight one instance which I feel is probably the most classic. Last year in the struggle for power in the New York City schools, the New York Board of Education attempted to decentralize. Now, when I talk about distributing authority according to function, it is very different than distributing authority according to people. A great number of people in education are requesting, like I said a little bit ago, a piece of the action. This is an effort to distribute authority among people more widely. I think this a very noble notion and a very positive direction in which to move. However, this is not distributing authority according to function. What we need is the evaluative function performed more fully. Last year the New York City Board of Education decentralized and gave some of the authority they held to Local Group IS201, the Ocean Hill-Brownsville District. By definition the School Board has the authority to make policy. However, the first thing that the Ocean Hill-Brownsville School Board did was to fire 19 teachers. Rather than making policy, the first thing they did was to perform the evaluative function. The first response of the teachers to the firing was to insist that they have a say in making the policy.

Because we have an inadequately conceptualized social system in education, we get a blurring of roles. All people want to do all things. It is not uncommon for school boards to not only make the policy, but also to want to implement that policy and then turn around and evaluate it. Furthermore, we have professional educators who want to make policy, implement, and also evaluate. In addition, we have a closedness to the system which prohibits us from benefiting from corrective feedback. Even when we received new information about an operation, or when we get data about the way in which we are working, we do not have to pay attention to it. The system functions in such a way that even if we know when something is wrong, we do not have to change and that is a very, very serious flaw. For example, the educational system is organized not in a way in which you have authority distributed according to function, but in such a way in which it is legally compounded, gathered together and consolidated. In addition, we have a legal line of authority which presumes that those who are up above know more than those who are down below. This line of authority also relieves the people down below from being responsible because the people up above have to be all knowing. Worse than that is the fact that ultimately we get a situation in which the people at the top not only make the policy but they implement and evaluate that policy. This results in a closed system. In fact, we teach people in educational administration to do just that. We teach them, for example, that the educational administrator's job is a job to develop policy. The Board adopts it, but the administrator develops it. The administrator implements and evaluates the policy. This is exactly what they do in the Kremlin. That is exactly what any closed society does. There is a consolidation of authority in which a smaller number of people have a greater amount of authority for planning what will be done; actually acoomplishing it; and deciding whether or not it was well done. Again, this is a closed system and this is what we have in education. I think we have to change this kind of system.

There are at least two ways in which we can change the present educational system. One of them is to adhere to the students' proposition of wanting a part of the action. This means distributing the authority more wisely among the people who are involved. The second thing that we can do which I have been alluding to and not describing very well is that we can also rationally and deliberately distribute authority according to function. This includes establishing a separate evaluative component which will allow us to generate data about what is going on in education. Then, if we want to, we can devise a way in which we insist that we pay attention to those evaluative data when they become known. I am not sure we are going to be able to do that since we dislike people checking on us. If our responsibility is for implementation we do not want anybody checking on us to see whether we are doing a good job. However, that is a fundamental flaw. It would not be so serious if school were not compulsory, but because children have to go to school, and because there is no evaluative mechanism, we are at a loss to know whether what we do works or not. We have vague intuitive feelings, but we really do not know. If the kids only went to school if they wanted to, we would find out how effective we are pretty fast. The problem is that we do not have a way of utilizing the information which comes to us from either the kids or from any other source to improve the educational operation. But I think the thing that is important is that we consider the possibility of changing the system. That is a tremendously difficult thing to do since it is easier to work within the parameters of the system as it exists. However, the fact of the matter is that the message the kids have been sending, that the system has to be changed, is right. Furthermore, I would hope if we are going to change the system that we have a part in changing it. I think it needs to be changed fundamentally. We need a kind of genetic mutation of education as a social system. We must find a new and different way of relating to all the participants that are involved so that we can give power and creativity to our effort. We are not relating effectively right now and I think we just have to openly admit to this fact. When the kids say, "Change the system," I think there is validity to it.

One of the other things today's youth are saying which I believe has relevance for those of us who work in schools relates to the general notion of life being worthwhile. I think fostering this notion as counselors, you can spend your energies most effectively through working with the teaching staff. The kids say that life is worthwhile, but what are the implications of this notion for those of us who work in schools? What does it mean? I guess I presume that the construct itself, or the notion that life is worthwhile is a valuable idea. I believe in it, I think it's true. But, if it is true, what can I do in education to operationalize this idea? For example, it is one thing for me to say that life is worthwhile, but I can turn right around in the same breath and say that English is worthwhile, or math is worthwhile, or history is worthwhile. I believe this faces me squarely with a set of theoretical propositions about education that I must deal with. Everything I know about curriculum tells me that the educational program, all the things that go on in a school, are developed out of three basic sources. Those persons who have responsibility for implementing programs in a school situation inevitably draw their information from these three sources.

One of the sources is what we know about the nature of knowledge itself, the structure of the discipline, or the fundamental ideas that are inherent to subject matter. We have learned a lot in the last ten years about the nature of knowledge. We know that each discipline has a structure. This means that there is a domain which is unique to each discipline. For example, that part of reality which a chemist addresses his attention to is very different than that part of reality to which a poet addresses his attention. We also know that each discipline has its own method of inquiry, its own methodological approaches, and its own way of discovering truth. The ways of the physicist are very different than the ways of the poet. The ways of the poet are very different than the ways of this historian. The ways of the historian are very different than the ways of the botanist. Therefore, the methods of acquiring or generating new truth about a discipline is another thing we know about the nature of the knowledge. We also know there are fundamental ideas that are logically or psychologically related. Also we know that there are facts, concepts, fundamental propositions, principles, and laws which belong to each of the discipline fields that represent a place to which we can go when we want to build programs. Therefore, in building programs we can draw upon what we know about the nature of knowledge.

Another source from which we can draw is what we know about the nature of society. Changing population patterns, cultural expectations, norms, sentiments, values, and demographic data yield a tremendous amount of data which should tell us something about what ought to go into programs. For example, the population of the United States is over two hundred million. It was only four million when this country was founded. It is expected to be more than six hundred million by the uear 2050. Obviously this specific bit of data has some relevance for people that are now working with children who, in all probability, will be living in the year 2050. Therefore, in building programs we can also draw upon what we know about the nature of society.

The third source from which we can draw in building programs is what we know about the nature of the individual. What we know about individual differences, intellectual development, achievement, personality structure, and motivation should also tell us something about what ought to go into programs.

In building educational programs, the nature of knowledge, the nature of society, and the nature of the individual represent the three fundamental sources from which we can draw. Most of us know this intuitively or otherwise. However, most of us also presume that when we build programs and when we operationalize the activities in the school, we draw in a fairly even kind of way from these three areas. That is not correct. What we actually do is to presume that one is primary and the others are secondary. When we presume that one area is of primary importance and the other two areas are of lesser importance, then we build a program which reflects this uneven emphasis. For example, most people working in the secondary school level presume that what we know about the nature of knowledge is primary and what we know about the nature of the individual and society is secondary. This is reflected in the highly departmentalized subject matter centered kind of curriculum that we see in most secondary schools. This represents a philosophical position about educational programs - that which we know about subject matter is first, what we know about people in a social situation and the nature of the individual is second.

Another philisophical position is presuming that what we know about the nature of society is primary, and what we know about the nature of the individual and disciplines are secondary. If one accepts that kind of rational hierarchial ordering of sources to build curriculum the result is an entirely different kind of program. I personally think this type of ordering characterizes most of the elementary programs in the United States. Many people who work in elementary education talk about the individual. However, when one observes what goes on he has to believe that the primary concern is the group. Kids are taught to behave according to the group, follow rules, fit in, do what they are told. We use terminology about child development, but what we really expect is group consistency and group performance. We are really concerned about what we know about the nature of society as primary, and what we know about the nature of the individual and the nature of the discipline as secondary.

The third philosophical position which is evident only in a few isolated schools would be to presume that what we know about the nature of the individual is primary and what we know about the nature of society and the disciplines is secondary. This position reflects an entirely different kind of philosophical posture about educational programs. This is the position I feel we ought to address our attention to, or at least consider, because I do not think we really understand the powerful implications behind it. Let us now consider what I understand to be some possibilities of working from a theoretical reference which considers the individual as primary. I know that this represents a deliberate value choice on my part. However, I believe educators must clarify the fundamental assumptions upon which they are working. If we are going to argue that subject matter is important, then we must know that. Personally, I reject that position.

I presume that subject matter is not an end, but a means. I presume that society is not what we are trying to produce, but individuals. I think the basic thesis of the United States as an institution is that the individual is primary and the society is secondary. It seems to me that man is the end, subject matter is the means, and society is the result. I think to translate that idea into actual practice means that we must know a tremendous amount more about education than we now do. For example, if it is true that life is worthwhile then I think we need to know what we can do in education that will contribute directly to the maintenance and enhancement of life.

I think we can learn things from other fields that place a high value on human life. For example, there is a tremendous amount of information available about what is necessary to maintain physical life. I think by looking at what we know about physical life we can then ask ourselves some questions about educational life. For example, if it is true that life is worthwhile, what have people in fields like nutrition or physiology or biology or medicine learned about maintaining and enhancing physical life? I think they have learned to ask a series of five questions which have helped them gain some insights over the years.

The first question that they have asked is that if life is worthwhile what is absolutely essential in order to maintain physical life? Is beefsteak essential, is Coca Cola essential, is cider essential, are potatoes essential? What is absolutely essential in order to maintain physical life? Obviously, not all the things that I mentioned are essential. However, some things are absolutely essential. Man absolutely must have protein. He can get protein in a variety of sources. However, without protein he will die. This is precisely what is happening in Biafra right at the moment. The Biafran people do not have sufficient amounts of protein in their diets. Over the years we have also learned that water, oxygen, and iron are absolutely essential in maintaining physical life.

The second question is, how much of these life-giving substances are necessary to maintain life? How much iron, protein, and oxygen is essential in order to maintain physical life? For example, I must have water, but I cannot handle fifty gallons of it a day. Likewise, I cannot survive on a thimbleful a day. Therefore, there is both an upper and a lower limit of how much I can cope with. One of the things that has been done in fields like physiology is that they have narrowed those limits and have ultimately defined the range of the amount which is necessary to maintain life. For example, I can probably handle, if I have to, two or three gallons of water a day. Likewise, I probably could survive on a quart, a pint, or possibly less than that. However, somewhere in that realm are upper and lower limits as to what amount is absolutely essential in order to maintain physical life. The second question then is the quantity question and the first question is the essentialness or what is essential to maintain life.

The third question is, where are these life maintaining ingredients found in usable form? Oxygen, for example, is absolutely essential in order to maintain life. There is oxygen present in H_2SO_4. If I take H_2SO_4 I will not survive because I will not be getting the oxygen I need. Iron is absolutely essential in order to maintain life. There is iron in the end of my pencil. However, the iron in my pencil is not available in usable form. The third question then is, where are these ingredients found in usable form in order to maintain physical life?

After we know what is essential, how much is essential, and where they are found, the fourth question is how much is present within any given unit of commodity. How many carbohydrates are there in a baked potato? How much iron is in a pound of calves liver or a tablespoonful of Geritol? How much vitamin C is in a glass of orange juice, or an hour in the sun? How much of any essential ingredient is found present within the commodities that can be physically consumed?

The fifth question is, under what conditions will the ingestion of these materials serve my physical needs better? For example, I absolutely have to have water, but I can go without water for a considerable period of time. Therefore, in this sense, time is a condition. In other words, I can go without water for a day, maybe two, but I must have some water. On the other hand, I cannot go without oxygen for more than a few seconds. Protein is essential, but I can go without it for a good many weeks and utilize materials that are stored up in my body. However, I cannot store up oxygen and I cannot store up water to that degree. Therefore, the conditions under which materials are physically consumed is obviously important too.

Can we apply the logic of these questions to education? I think we can. For example, what is essential in curriculum? Which facts, which concepts, which fundamental ideas are absolutely essential to the maintenance of intellectual and emotional life? Maybe you know the answer to that question, but I do not. The whole notion of general education presumes that we know what is essential for every child. We can answer the question in social terms or discipline terms, but at the present time nobody knows for sure which stimuli, what knowledge is absolutely essential in order to maintain intellectual and emotional life.

How about the next question: how much is essential? How many facts, how many concepts, how many generalizations are essential in order to maintain intellectual and emotional life?

Where are these ingredients found in usable form? We know the answer to that question, in many cases, for sure. History books contain historical facts. Science films contain scientific concepts. We have a fairly good idea about where educational ingredients are typically found.

The fourth question is, how much is contained within the parameters of any given unit? How many facts are in this book, that lecture, and the like? What is the content of content, so to speak? How many units of educational nutrition are contained within a field trip to the zoo? An hour's counseling session? Listening to a recorded speech? Reading these four pages? We are not very knowledgeable in this area either, but it is an important problem if we think that intellectual and emotional life is worthwhile.

The last question is, under what conditions will the consumption of these educational nutrients be most worhtwhile? What should come first, what next, and so on? Should we use pressure or praise? Pull or push? Space things evenly over extended periods of time or require complete emersion in a stimulus medium for a shorter period of time? Interestingly enough, most of those of us that work in education feel fairly comfortable dealing with problems in this fifth question area. Scope and sequence problems, for example, prerequisities, ideas about punishment and reward--these are all topics with which most of those of us in education feel comfortable.

However, in my opinion at least, we do not have good answers to any of those questions--from the individual's point of view. From the social point of view we can argue that children have to learn manners, civics, and the like, or from the knowledge point of view we can argue that children have to know their parts of speech, long division, Boyle's Law, the parts of the Bill of Rights, etc. But we do not have solid empirical data now which tells us what is essential or how much is essential in terms of what every individual absolutely has to have in order to maintain intellectual and emotional life.

Let me close. What I have been trying to say is that we live in a dynamic, fast moving age. Change is everywhere. In education the pressures and factors of change are of central importance right now. One place to look for information (and I think, inspiration) is to young people themselves. They have been trying to tell us many things: life is worthwhile, the system has a flaw, the curriculum is not relevant, schools are sorting machines, and all these things must be changed.

Can we learn to ask creative questions about the system and the program and the people with whom we work? I think we can. I know we must. Those of you in guidance are in a unique opportunity to help all of the rest of us in this particular role.

You know young people. You are oriented toward the individual rather than the disciplines or the group. You have tremendous amounts of data, and data-gathering and data-gathering skills. You work in non-threatening and wide-ranging roles. I think you are in a unique position to provide a kind of leadership in education which is sorely needed now. I hope you will.

SECTION MEETING

Part I	3:00-4:00 P.M.
Part II	4:15-5:15 P.M.

GROUP A -- "Play Media"

Presenter: Dr. Gene Moulin
Associate Professor of Education
University of Dayton

Recorder: Mrs. Marcy Brown
Elementary Counselor
Columbus Public Schools

Play Media is one of the many procedures used in counseling children. Dr. Moulin began by citing several definitions of "play." "Play" has been interpreted in many ways. Herbert Spencer's concept of play was surplus energy which lead to preparation for life. "Play" is an expression of self. The elementary school counselor may learn much about a child through observing him in a play situation. This may be in an informal school situation or a play situation in the counseling room. If children are asked to define play they will say:

"When you run and play, climb trees, play at recess, or when boys choose you."

There are four types of play, (a) Random - observed by kicking a tin can, (b) Imitative play - patterned after someone in his life. This type is important for counselors (significant others), (c) Reflective play - a child may want to observe and not play himself. Withdrawing is not necessarily dangerous. (d) Imaginative play - the authors Donald Snygg, and Arthur Combs say, "We see things not as they are, but as we are."

The techniques within the play interview are not complex. Essentially the child plays with toys, sometimes with dolls, which may represent the people in his life in a non-threatening atmosphere of an accepting counselor. The ease with which the counselor talks with the child about his play and its meanings offers a new way for the child to perceive himself. This self-perception is an inner growth process. The counselor's sharp observation is the key.

Dr. Moulin stressed that counselors must be aware of what might happen during play therapy. Limits against property or human damage are set. In working with children who have emotional disturbances it has been found that through play with toys, children's feelings are revealed and new patterns are employed. Redl says, "Play can do for youngsters what the use of the verbal interview does for adults."

GROUP B - "Counseling With Parents"

Presenter: Dr. R. Dean Coddington, Psychologist
Upham Hall
Ohio State University Hospital
Columbus, Ohio

Recorder: Mr. Rairdon Young
Elementary Counselor
Columbus Public Schools

Dr. Coddington began the session by citing the tremendous need for additional mental health facilities for the children of Franklin County. By 1971 Dr. Coddington estimates the children in Franklin County who will need and might benefit from mental health services will number from thirty to forty thousand. The present mental health facilities for children in Franklin County are able to treat only three to four thousand children. In addition to lack of buildings and facilities to meet present and future needs is the absence of sufficient numbers of trained personnel to work with these children. For example, at the present time, there are only twenty psychiatrists in training at the Childrens Out-Patient Clinic of The Ohio State University Hospital. Dr. Coddington suggested that with the proper training elementary counselors, psychiatric social workers, nurses, and para-professionals could help meet the need for additional personnel.

Dr. Coddington stated that the elementary counselor can be of great service to the child, home, school, and community through an effective program of parental consultation. By conferring with parents, the elementary counselor can interpret studies of the child to them. They can also assist parents in gaining a better understanding of their child and their role in the child's development. Through a cooperative relationship with the parents, plans to enhance the child's development or for solving the pupil's difficulty can be made.

A problem recognized by the medical profession and, in Dr. Coddington's opinion, often overlooked by school people is an adequate means of communication between the school and the pediatricians, especially the family doctor. Often both the doctor and the school have information of special significance for a particular child. The elementary counselor could serve as a liaison between the school and the pediatricians as well as other community agencies. The counselor can make referrals to them, report significant information to them, or can receive reports from them which can be translated into school action for a particular child.

GROUP C - "Consulting With Teachers"

Presenter: Dr. Hans Stroo, Director
Children's Mental Health Association
Columbus, Ohio

Recorder: Mrs. Gean Norman
Elementary Counselor
Columbus Public Schools

Dr. Stroo emphasized the consultative role of the elementary counselor indicating that he feels consulting should be the primary role of the elementary counselor rather than counseling. Dr. Stroo feels the elementary counselor can be most effective through interpreting the child's world to teachers. By discussing the needs of particular children with teachers, a greater understanding of why children behave as they do in particular situations will be fostered. In addition, if a teacher recognizes that one child is helped by a particular guidance oriented approach she is likely to translate such knowledge to all children.

Dr. Stroo also emphasized that the elementary counselor should provide consultative services to parents. Here the counselor's responsibility is to meet with parents to help them understand their children better. In his role as consultant, the counselor helps parents understand the objectives of a school guidance program. Also, through meeting with parents the counselor assists parents in developing an understanding of the information that the school has collected about the interests, abilities, and achievements of their children.

GROUP D -- "The Counselor-Principal Relationship"

Presenter: Mr. Howard Troutner
Ohio Education Association

Panel Members:

Mrs. Maxine Smith, Principal
Lincoln Park School
Columbus

Mrs. Gean Norman, Counselor
Ohio Avenue School
Columbus

Mr. John Hoff, Counselor
West Broad and West Mound Schools
Columbus

Recorder: Mrs. Betty Melragon, Counselor
Elementary Counselor
Columbus Public Schools

Mr. Troutner began with a discussion of the role of the principal as it has evolved from the days of the one-room school to the comparatively specialized role of today's principal in a metropolitan area. He brought out the implications of the principal's role, as perceived by the principal, for establishing a counselor-principal relationship. Mr. Troutner described three examples of principal sterotypes as well as three counselor personalities, then pointed to the difficulties that may be presented in trying to fit these personalities into an effective working relationship.

Mrs. Smith continued the presentation with specific ways in which a counselor and principal may be able to work together. Basic to the desired relationship, according to Mrs. Smith, is the principal's faith in the counselor -- confidence in the counselor's ability. The principal may also be instrumental in promoting counselor acceptance with the school staff. Mrs. Smith emphasized the value of regularly scheduled times when the principal and counselor can sit down together for planning and discussion sessions.

Some specific things a counselor may do were mentioned by Mrs. Smith:

- -Counseling -- individual and group .
- -Working with parents .
- -Feedback to teachers as well as working with teachers.
- -In-service programs.
- -Tests (scheduling, interpreting).
- -Agency referrals .
- -Coordination with other pupil services personnel.
- -Liaison with other schools (ie., junior high) for transition or transfer.
- -Home visitations .

Mrs. Smith explained how these counselor activities may help to ease the load of the principal while providing an essential service to children.

Areas in which the counselor may need to be protected by the principal were suggested by Mrs. Smith:

- -Confidentiality must be respected by both counselor and principal.
- -Extra duties (yard or lunch) may make it difficult for the counselor to have time for teacher consultation .
- -The counselor should not be used as a substitute teacher.
- -The counselor is not a disciplinarian.
- -The counselor cannot provide immediate solutions or instant behavior change.

GROUP E - "Counseling Elementary School Children"

Presenter: Dr. Robert Carlton
Assistant Director
Children's Mental Health Association
Children's Hospital
Columbus Public Schools

Recorder: Mrs. Joanne Tirre
Elementary Counselor
Columbus

Dr. Carlton emphasized that the field of guidance and counseling is now showing the determination and motivation to get rolling. He feels assignment of tasks unrelated to counseling will be abolished from the schedules of counselors. Mental health is much discussed today. One out of five people today will be hospitalized at sometime during their lifetime for treatment of mental illness. The treatment of mental health problems has not offered much hope. Therefore, preventive measures are highly desirable.

Dr. Carlton emphasized the difficulty in changing the emotional make-up of adults. He felt that the development of a healthy emotional adjustment must begin in childhood since personality and emotional patterns are established in the early years of a child's life. These patterns are almost completely molded by age ten, which is the time that a school counselor can be most successful in working with children. Dr. Carlton cited evidence that when the critical period of readiness to learn a certain task is past, that it is not possible to learn that skill.

Dr. Carlton outlined basic needs for emotional stability that must be gratified for all children.

1. Acceptance - A child's self-concept is developed from his perceptions gained from the family. Relating to the child in an enjoyable way tells the child that he is a worthwhile individual. When the parent reacts with constant hostility and aggravation the child thinks that he is just a bother and unimportant.

2. Recognition - It is essential that a child feel important in the eyes of his parents. Parents must learn to teach their children to listen by listening to them. Children need to express anger,

hurt, and other feelings to sympathetic parents. Praise is a means of positive recognition.

3. Affection - A child cannot survive without love. The cultural tendnecy of males to shove away boys from overt display of affections is harmful to boys in our society. Alienating the child when his behavior is not acceptable is unforgivable. The child always needs to be assured that he is loved in spite of his behavior.

4. Opportunity to Explore his Environment - The child must be able to use all of his senses in exploring his environment. The younger child must be able to touch, taste, smell and not just hear or see in order to learn. When a two-year old goes to the department store and does not touch anything he does not learn anything.

5. Protection from his Own Impulses - The young child acts on his whims of the moment. He does not have the ability to make judgments. The frontal area of the brain is responsible for the exercise of judgment, logic and self-control. This is the last area of the brain to be developed. For this reason the child needs guidance until he reaches adulthood.

6. Positive Social Values for Emulation - A child imitates those around him. The behaviors of parents must reflect the values that they desire to teach.

Studying children will provide the counselor with tools to seek out which needs are not being met. The counselor must find out why the child is having trouble and then make the necessary modifications for learning to take place. Dr. Carlton feels the elementary counselor can be a front-line mental health worker.

GROUP F -- "Promoting Elementary Guidance and Counseling: Public Relations - A Crucial Concern"

Presenter: Dr. Donald A. Green
Professor of Education, Ohio
University, Athens, Ohio

Recorder: Mrs. Maude Duvall
Elementary Counselor
Columbus Public Schools

In presenting the topic of the public relations aspects of elementary guidance and counseling, Dr. Green cited four publics to which elementary guidance people must address themselves if elementary guidance is going to continue to expand in the nation's schools.

The first public elementary counselors must be concerned with if their program is to be successful are the students. The students must see the elementary counselor as being someone very important to them. They must know and understand why he is a member of the school staff. The elementary counselor must make a difference in the eyes of the student body.

The second public elementary guidance people must be concerned with is their colleagues, particularly the teachers. If the elementary counselor does not establish good human relations with the school faculty, his program is doomed to fail. Dr. Green feels that elementary counselors, if they are going to gain the confidence and respect of the faculty, must have a solid background in elementary teaching. According to Dr. Green, if the elementary counselor can say, "Yes, I have spent five or ten years in the classroom doing the things I have been talking about," he has a chance to succeed. If the counselor lacks teaching experience he is not going to be heard, let alone listened to. Dr. Green also cited the importance of the counselor becoming totally involved in the educational enterprise. The counselor that is willing to go into a class and demonstrate a new approach or technique will more readily be viewed by the teaching staff as contributing to the education of children than the counselor who is reluctant to become involved in such activities.

The third public is the parents. Dr. Green stated that too often the parents are not truly involved in the educational program. He cited the traditional PTA meeting as an example. At these meetings, it is the middle class parents that are present. Lower class children are often in the school, but these parents are not at the meetings. Dr. Green said there is a real need for PTA meetings to become educational programs dealing with educational concerns. The elementary counselor can best foster public relations with parents by making certain they know what the guidance program is attempting to accomplish. If they know what the counselor is doing and they see it as an important aspect of the school program, the parent public will be interested.

The community is the counselor's fourth public. In regard to how public relations with the community can best be fostered Dr. Green stated:

> ...The counseling program is getting out of the schools. It's getting out into the public. Fifteen years from now, I see the counselor as a person who starts to work about three or four o'clock in the afternoon. He is a night worker in the community, he moves in the community, and he will be where the kids can find him when they need him. He may have a telephone number. He will move around where the kids are, and he may become a liaison person between the educational system and the community. Ninety percent of the education takes place outside the classroom, and the counselor must move to where the ninety percent of the education takes place.

In summary, Dr. Green emphasized that if a counselor is to be successful, he must become involved in the community where the children are; parents are; colleagues are; and problems are.

GROUP G -- "The Application of Video Tape Technology to Elementary Counseling Work"

Presenter: Mr. William LeSage
Supervisor of Testing and Evaluation Services
Columbus Public Schools

Recorder: Mrs. Joanna Dalrymple
Elementary Counselor
Columbus Public Schools

Mr. Le Sage's presentation was centered around demonstrations of the many possible uses of video tape equipment in counseling work with specific emphasis on the elementary level. Demonstration tapes made up in advance were used as a part of the presentation. One sequence involved a counselor and a client in a counseling situation; another showed the same counselor and her supervisor reviewing the counselor-client tape.

After showing the counselor-client tape, Mr. Le Sage spoke of the possible uses and advantages of video taping such a session. In counselor training, such tapes could provide up-to the-minute demonstration sessions for the trainees. The school counselor could use such a tape to familiarize a teaching staff with what actually happens in a counseling session. The counselor could also use the video tape for reviewing a session with a client, for further evaluation of a session, and for reviewing and self-critiquing one's own performance. If such equipment were available in a school system, one unit could be shared by many buildings.

The second demonstration tape showed how video tape might be used in a supervisory session in the school. By reviewing the tape with the counselor, the supervisor can comment not only on verbal but non-verbal interaction between the counselor and the client.

A portion of Mr. Le Sage's presentation was concerned with the actual technical aspects of using video tape, such as splicing and using more than one camera. He also demonstrated the use of a special effects control and the zoom lens. The cost of the individual components of a video tape set-up was discussed by the entire group.

One group member suggested that a possible selling point for video tape equipment might be the fact that there would be many other uses for the equipment in a school situation, making the cost appear more reasonable to those in charge of budgeting.

GROUP H -- "Medical Factors Influencing the Development of Children"

Presenter: Dr. Warren G. Harding II
Administrator
Grant Hospital
Columbus

Recorder: Mrs. Dorothy Bernhard
Elementary Counselor
Columbus Public Schools

Dr. Harding discussed the effects of heredity, the birth trauma, birth injuries, high fever, use of drugs during pregnancy, and other factors which may have an effect on the normal development of children. He began the session by emphasizing the importance of heredity in human development as well as the environmental factors.

The unborn child may also be greatly affected by a mother who has become emotionally disturbed during pregnancy, taken certain drugs such as thalidomide, or encountered infectious diseases during the prenatal period.

The birth trauma or birth process also yields many possible birth injuries to the infant. Many of these injuries are in the form of bruises that heal by scaring, which in turn may cause brain damage. Brain damage may thus result from forced or traumatic delivery, over-sedation causing difficulty in keeping brain cells oxygenated, or incompatability and breakdown in the hemoglobin. Considering only these few possibilities that can cause such major problems, it is amazing that so many of us are as normal as we are.

Dr. Harding emphasized that the brain-damaged child, whether institutionalized or not, needs acceptance for what he is, love and affection. It is imperative that he have the comfort of knowing that you like him and will keep him in such an acceptable position. For these children, we should keep things simple, keep them happy, give them something to live for, and not push them further than they can possibly go. It is important that we bear in our own minds that "everyone cannot be a college president."

Dr. Harding cited two possible characteristics that we may look for in detecting a brain-damaged child - eye dominance and hyperkinetic activity. The child with a cross-dominance will have trouble with perceptual concepts, and coordination of hands and eyes thus causing reading difficulty, and trouble in putting things together manually.

The hyperkinetic child is one with a very short attention span. This condition is caused by gliosis of the brain or slight scaring. Surprisingly, this child is given dexidrene which has the effect of slowing down their activity. After taking this drug for three or four years, the child usually develops a normal electroencephalographic pattern. In addition, these children should be given exercises to aid in their coordination and strengthen their muscles. It should also be remembered that this condition cannot be cured, but it can improve.

Dr. Harding concluded with a plea for communication between counselors and physicians. It is an absolute necessity that they enlighten each other. He then closed with the following inspiration: "If at the end of your life you have made one or two people a happier individual, you have succeeded."

The discussion that followed centered around the problems of finding a doctor that will do an electroencephalograph, and dealing with a neurologist.

GROUP I - "Career Exploration in the Elementary School Setting"

Presenter: Mr. Tom Warner, Assistant Supervisor
Measurement and Evaluation Services
Division of Guidance and Testing

Recorder: Mrs. Martha Permar
Elementary Counselor
Columbus Public Schools

Mr. Warner emphasized that career exploration in the elementary school should be developmental in nature beginning in kindergarten and progressing through grade six. During the elementary years children should be provided the opportunity to establish attitudes and develop decision making skills. Presently, we are asking students in junior and senior high schools to make decisions pertaining to career choice with very limited background information or decision-making skill.

In developing a program of career exploration for the elementary school Mr. Warner stated that it is necessary to first determine how much knowledge the child has of the world of work upon entering school. At the present time, children's perceptions of the world of work are generally obtained from parents, television, teachers, and the school reading texts. Much of this information places a heavy emphasis on the professional, white collar, and service occupations thus giving children an incomplete and unrealistic picture of the world of work. Therefore, once the amount of knowledge a child has about the world of work is determined, he should be exposed to as many occupations and aspects of these occupations as possible during his elementary school years. The emphasis should be placed on the producer's attitudes and perceptions about his occupation rather than the product he produces. In this way the child will gain the background and knowledge to make the career decisions he will face in the secondary school.

Through field trips, commercial materials, and the numerous ways at looking at the personal side of work, students can be helped to realize that all jobs are important and contribute to society. Another objective is to look at the economic side of work so that the children can ultimately answer the question, "Why do people work?" Through a well developed elementary guidance program the child should be assisted in gaining an understanding of himself and his unique capabilities and liabilities. This self-understanding can be aided through knowledge about the world of work.

In summary, Mr. Warner indicated the components of a career orientation program in K-12 should be self understanding, understanding of others, and knowledge of the world of work. This program should be initiated in the elementary school and developed throughout the entire school program.

GROUP J -- "Projects and Programs for the Central City"

Presenter: Mr. Richard C. Kelsey
Assistant Supervisor
Measurement and Evaluation Service
Division of Guidance and Testing

Recorder: Mrs. Serena Holloway
Elementary Counselor
Columbus Public Schools

Mr. Richard Kelsey, Assistant Supervisor, Measurement and Evaluation Service, Division of Guidance and Testing discussed the need for changing education and presented many valuable ideas.

He described our complex modern society placed in an interesting situation which includes computor dynamics, knowledge explosion, space and ocean exploration, student unrest, and social disorganization.

"As guidance folk, we need to consider a realistic view of society and a new definition of guidance which is broad in scope." Mr. Kelsey cited the definition of guidance developed by Dr. Eugene Wysong, University of Toledo, as an example. "Education is a process of personal development in which an individual progresses toward being purposefully self-directive in a changing society having full respect for the worth and dignity of self and others and becoming the person whom the individual desires to become. Education is attained through the involvement of the individual in his own development."

If this definition is used as a base, there are five things to consider in this context of thinking about guidance.

1. Each student is developing in his own direction.
2. A broad educational program is provided for students in order that they might have an opportunity to make choices at many points during their school years.
3. Opportunities are provided for students to have shared experiences with administrators, teachers, other students and other people inside and outside the school setting.

4. Testing programs are designed to help students increase their self understanding rather than selection or elimination from various kinds of programs.

5. Students and parents are products of situations which may bring about changes in school and will become an influencing part of directing that change.

The student is a central focus of the educational process. Therefore, he must have part in influencing change of direction. If the student does not have a voice, changes in the educational curriculum will not be successful.

The following purposes should guide the development of a guidance program:

1. Self understanding

2. Teacher involvement

3. Parent involvement (on their terms)

4. Community involvement

5. Student involvement (Elementary children should have the opportunity to make some kinds of choices that would facilitate the entire choice making process)

6. Development programs around career choice and career development.

This guidance program begins in kindergarten and the projects develop with continuity throughout the grades. The counselor needs to emphasize a sensitivity and a willingness to respond. There is not enough emphasis on the feeling area. "As I share the knowledge I have with the child, I respect what he brings and I broaden my own learning."

The "I Teach You Learn Model" should change to a "We Learn Model."

GROUP K - "Elementary Guidance and Counseling - Future Developments"

Presenter: Dr. Joseph Quaranta
Associate Professor of Education
The Ohio State University
Columbus, Ohio

Recorder: Mrs. Patricia McClure
Elementary Counselor
Columbus, Ohio

The future of elementary guidance will depend to a large extent upon the reactions schools manifest to today's stresses. In general, these stresses reflect our unique democratic ideal of equal opportunity for all, our pattern of response to social needs by government and other institutions, and the nature of the school as an institution.

Guidance is committed to the principle of assisting individuals toward the realization of their own human qualities. Yet, this implementation must occur within our highly technological society and this technology is often inimical to humanism. Education, as well, should be committed to this same humanistic principle and is one of the few institutions so dedicated. In our time of societal stress education is often given the task of implementing a national goal of equal opportunity and equal advantage. Often it is the only institution so charged. The ultimate realization of social equality, however, will occur only when all institutions engage in social reorganization and reform.

A technological society such as ours obviously attempts to solve problems through its strength of technology. Yet when problems are essentially those of humans, technological answers will not suffice. We have already come to understand and master our outside world. We are just beginning to understand our inner world. Thus, it appears that the problems we face are those of the inner world, man himself, and the solutions to these problems will be essentially human ones.

That the future direction to be taken in education is recognized as inward is illustrated by the responses almost unanimously given to questions posed to parents, teachers, and students. When asked "Which is most important for an individual to function in our society, Knowledge About the World, Knowledge About Himself, or Knowledge About Others?" the response is usually Knowledge About Himself. When asked "Which is the most important aspect of development, Psychomotor Development, Social Development, Emotional Development or Cognitive Development?" the first response is usually

Emotional Development. When asked "Which is the most important objective of education, Knowledge, Values and Attitudes, Sensitivities, Thinking, or Skills?" the first answer is Values and Attitudes.

Although there appears to be a recognition that the solutions to our basic social concerns are essentially human solutions, and although there is a recognition that we should begin to look at ourselves, in times of stress we tend to do the opposite and turn to those institutions which are essentially conservative, those values of the past, and those understandings with which we feel most comfortable.

The future of education and specifically of guidance will require the recognition and development of human solutions to human problems. For example, there is a need to better understand the nature of development itself. Our concepts of the development of children as translated into educational practice, for example, do not take into account the interaction of emotional and psychomotor development with cognitive development. They do not take into account the extreme importance of the early years in setting the patterns for development. During these years development is essentially dependent upon the mother and her interaction with the child. In the school, the teacher in the primary grades and her interaction with her class are vital. As we recognize the impact of these early years elementary school will become important not only in words, but in action. Further, as we recognize the importance of [illegible]tional as well as cognition development, values, and attitudes as well as knowledge, guidance will also become more important. We will see the guidance process in its proper perspective, at the heart of the development process. The elementary counselor will become important to the extent his work reflects this natural developmental process.

GROUP L - "Issues in Elementary Counseling"

Presenter: Dr. Anthony Riccio
Professor of Education
The Ohio State University

Recorder: Mrs. Irene Vicars
Elementary Counselor
Columbus Public Schools

The issues to which Dr. Riccio addressed himself were those centered in three areas: counseling, consulting and coordinating.

The manner in which elementary school youth are approached (contrasted to the approach used with youth at other educational levels) is affected by: (a) the counselor's theory of counseling; (b) by the counselor's knowledge of the developmental differences in early childhood; later childhood; and adolescence; (c) by the client's conceptualization of time; (d) and the client's verbal ability. All approaches should favor a positive regard for the client and a permissive atmosphere.

The amount of time the elementary counselor should allocate to individual and group counseling differs in recommendations from writers in the field. The amount of time elementary counselors should devote to individual counseling, group counseling, and consultation should be determined by the counselor's decision as to the most effective use of his or her time.

In Dr. Riccio's opinion the manner in which a counselor conducts herself in consultation with peers, with other professionals, and with parents, must be other than the Rogerian model. The counselor must be straight-forward and honest. His or her decisions must be an expression of professional judgment based on available data, a knowledge of developmental growth, and previous professional experiences. The three variables, which enable a counselor to engage in consultation and make professional judgments in terms of probability are training, a backlog of data, and a background of relevant experiences. The counselor's greatest consultation contributions to peers, parents, and other professionals can be made in areas that are not factual in nature but judgmental. Answers to questions will be required in terms of probability when the evidence is not fully clear, and the counselor must rely on knowledge gained through training and from working with children over a considerable length of time.

Dr. Riccio questioned whether coordinating all pupil services activities in an elementary school should be a part of the elementary counselor's role. Activities such as testing and keeping of appraisal materials, anecdoctal records, and other relevant student information requires a counselor to perform administrative activities for which, by nature and by training, he or she does not have the desirable qualities. An administrator should be a relatively decisive person and possess a strong need for order. The counselor should be able to tolerate ambiguity, be capable of being warm and empathic, and be non-judgmental in approach to problems. Coordinating activities have a sense of immediacy, are sent down from above, can be highly time consuming, and can dominate what Dr. Riccio feels are the two prime roles of a counselor - counseling and consulting.

GROUP M -- "Appraisal Techniques and Earlier Identification of Exceptionality"

Presenter: Dr. Viola Cassidy
Professor of Education
Department of Exceptional Children
The Ohio State University
Columbus, Ohio

Recorder: Mr. Terry Wilson
Elementary Counselor
Columbus Public Schools

The overall concerns of those who attended this session were to define exceptionality; to become aware of the characteristics of exceptional children, especially those classified as Educable Mentally Retarded (EMR) children and gifted children; and to find methods for identifying exceptionality as early as possible.

The major part of the discussion involved intellectually exceptional children. The intellectual ability of this group ranges from mentally retarded to gifted. Legislation and education has done more for mental retardation than for giftedness, however. At the state and national level money has been made available to programs for the mentally retarded. If the number of EMR classes and the abundance of knowledge in this area is any indication, there probably has been more research in the field of mental retardation than in any other area of exceptionality. If other areas of exceptionality are to receive the attention that the mentally retarded child has received, closer cooperation between parents of exceptional children and other interest groups will be necessary. More knowledge on how to meet the special needs of the exceptional child is a crucial need in education today.

One characteristic of EMR children which was discussed is low performance in language skills. Dr. Cassidy cited the possibility that EMR children may not be mentally retarded. Instead, they may be educationally retarded and/or culturally deprived.

A discussion of the self-concept of EMR children pointed up the fact that administrators, counselors, and teachers are partially responsible for the poor self-concept of many EMR children. Failure to identify these children early and to prepare educational programs for them causes these children to experience many failures which lead to negative school and social attitudes. Dr. Cassidy feels that being segregated from "normal" children also influences the self-concept of the EMR. These children learn from and are stimulated by "normal" children and can themselves often contribute special skills and ideas to regular classroom activities. Physical facilities for EMR classes such as inadequate supplies, equipment, and rooms located in out-of-the-way places are also a contributing factor in the development of these children's self-concepts. Counselors conferring with parents and school staff can help alleviate these problems.

In identifying exceptional children, school personnel rely on standardized instruments and observation techniques. Dr. Cassidy stressed the importance of observation techniques. She also feels we are not using the wealth of child development data which we have as much as we should. Counselors are needed to assist teachers in interpreting and applying this data to the classroom. In addition to assisting in identifying exceptional children, counselors need to help these children, as well as their parents and school staff, adjust to their exceptionality and to their special programs. In the area of vocational counseling, counselors need to be aware of what is available to these children and what is required of them in various job opportunities.

GROUP N -- "Pupil Services, An Interdisciplinary Approach to Child Study"

Presenter: Dr. Floyd Heil, Director
Department of Special Education
Columbus Board of Education

Panel Members:

Mrs. Gloria Kinnaird, Psychologist
Columbus Public Schools
Mrs. Molly Davis, Nurse
Health Services
Columbus Public Schools
Mrs. Eleanor DeLoache, Counselor
Barrett Junior High School
Columbus, Ohio
Mrs. Serena Holloway, Counselor
Garfield Elementary School
Columbus, Ohio
Mr. George DeLoache, Visiting Teacher
Department of Pupil Personnel
Columbus Public Schools

Recorder: Mrs. Laureen Dean
Elementary Counselor
Columbus Public Schools

The "team approach" to child study was adopted by the several disciplines represented on the panel. The emphasis was on the modern tendency to redirect education to take in account the need for understanding each child. The principal, teacher, nurse, psychologist, counselor, visiting teacher, and hearing and speech therapist serve together to consider mutual problems. The team approach has fostered a guidance point of view which recognizes the complexity of human behavior and avoids ready-made formulas.

It was agreed that the principal has the full responsibility for the guidance program within his school with his primary function being to coordinate the efforts of all personnel who help students. He must provide leadership for the guidance efforts of the school teaching staff and of a team of specialists skilled in diagnostic and therapeutic techniques for educational programming and student adjustment.

The combined efforts of skilled, creative, and cooperative personnel in a school and in a school system can be a powerful force. Through teamwork, the members learn from one another, each contributing information from his field.

As a result of the presentations by panel members, the moderator, and contributions from the audience, several questions were proposed and discussed, namely:

1. Who coordinates all of these services?

2. Should the counselor be involved in the interdisciplinary effort?

3. Are we starting too late to offer pupil services?

4. Is there any required course of study in the secondary curriculum which would help to prepare our youth for family living?

APPENDIX A

OHIO SCHOOL COUNSELORS ASSOCIATION
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1969-1970

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Columbus, Ohio 43221

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- **DIVISION OF GUIDANCE AND TESTING**
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    Publications Writer
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    - John R. Bybee
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      Science-Mathematics
    - E. Roger Trent
      Educational Consultant
      Ohio Survey Test
    - David W. Cliness
      Research Consultant
    - Chris Hansen
      Systems Analyst

The Division of Guidance and Testing, State Department of Education, provides assistance to Ohio schools in the development of adequate guidance, counseling, and testing programs. Services provided include:

Consultation

In-Service Education

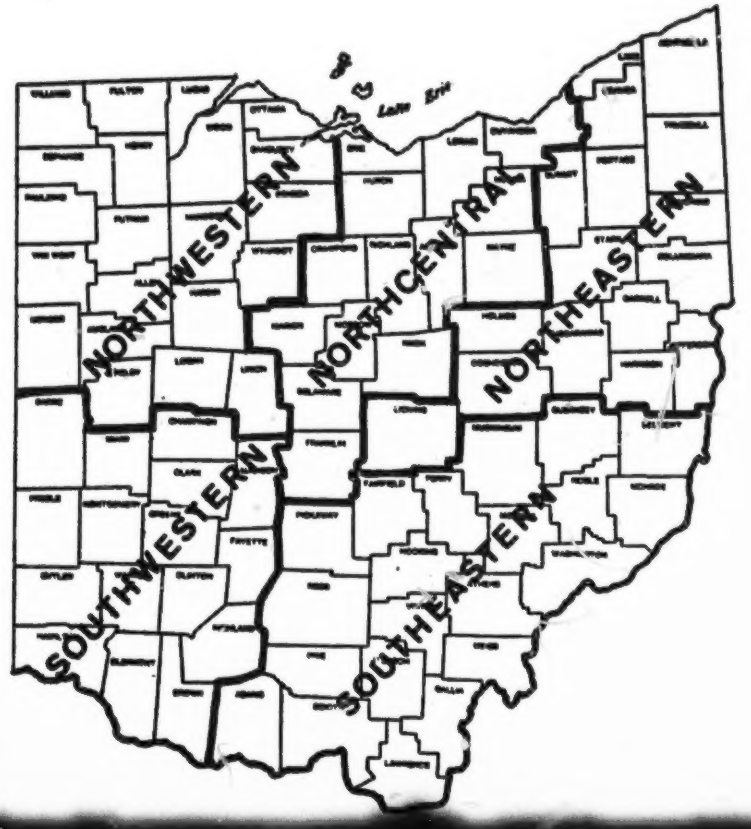
Publications

Identification and
Use of Resources

Promotion of State and Area
Professional Organizations

Coordination of Statewide
Professional Conferences

Guidance Research



The Division of Guidance and Testing cooperates with other divisions of the State Department of Education and with non-school agencies on projects of mutual concern such as:

Audio-Visual Workshops

Supervisory Conferences

Vocational Surveys

Research

Development of Criteria
for Counselor Certification

High School Equivalency
Testing Program

Pre-Service Education of
Teachers and Counselors

Evaluation